

Example of Written Feedback Using Deliberate Construction Designed to Reduce Triggers:

Initial Session 9/4/18

Highlights (these are skills that were executed very well)

- You did a good job reviewing the clinic procedures.
- Very nice job asking questions during interview and asking follow up questions to R re: what he does when he doesn't understand JB. You did a good job allowing him time to respond and asking him to provide a bit more detail. See related coaching comment.
- Very nice job being direct but kind when transitioning to "I'm going to talk to J about her communication but you are still welcome...."
- You did a good job informing her re: task transitions throughout the session.
- Good job with executing the SFE and redirecting her when she had trouble comprehending instructions.
- Materials were well organized and you kept your workspace nice and organized throughout.
- Your overall pacing of the activities and your rate of speech was good – appropriate for her needs.

Coaching (these are suggestions to consider and/or opportunities for corrections)

- I think it was just nerves because I have not observed this before, but do try to be mindful of overusing "uh" and "um" – it's such an easy thing to do and it's hard to never use these fillers, so that is why I advise trying to reduce vs. eliminate. This behavior appeared to diminish as the session progressed.
- Remember, we want to try to avoid leaving the client out of the interview, even when it's hard for them to participate. Watch her body language – how may you draw her back in when R is doing most of the talking? For example, you may use her name and direct the comments back to her to affirm or disagree.
- R is right – she focuses better when he is not there AND she typically initiates more easily.
- Data taking will get more fluid as you gain practice; I see some opportunities to make this process a bit easier. We can chat when we meet.
- With baselines, you are correct, you want to avoid feedback typically. In the case of someone with chronic aphasia, I may try a few different things (and I wouldn't necessarily expect you to know this) – I may offer a choice or modify my instruction to see if it makes a difference. Doing this may indirectly cue them that they have produced an error, but it also offers an opportunity for them to try again and gives us as the clinician info re: the effectiveness of supports.
- Feel free to capitalize on moments where you can insert snippets of conversation that build off of her output. For example, when she said, "Oh, I know that," you could say, "Ah, you knew you had that one, eh?"
- Did you feel the session ended a bit abruptly? Remember to leave room for a wrap up and provide general expectations for next session. You did a good job thanking her and seeing her out; we just need to work on reviewing the session highlights and previewing the next time.

Session Eval (this is the overall impression of the session)

- Good work! You were well prepared and organized. I think you may have been a bit uncomfortable since you could not understand her, but that is to be expected. We can work on increasing your ease and fluidity within the session and how to feel really comfortable interacting even if not much is being clearly communicated 😊.

10/2/18

Highlights

- Very good selection and implementation of stimuli to elicit more naturalistic responses. You can see how interested she was in the photos.
- Pacing with receptive task was quite good. It's great to see her be intentional and deliberate with her task approach.
- LOVE the props! What an inventive way to change up the environment. Great! You can see how creating the context really adds meaning to the practice for her.
- You closed the session very well. See related coaching re: HW.

Coaching

- Given her level of interest in the photos, can you think of any way to incorporate such stimuli into the task for listening? Sometimes we feel the need to have varied stimuli for each activity, which is often preferable in order to engage and keep client interest, but there are times we may be able to get a lot of mileage across activities out of the same stimuli if client engagement is high.
- Ahh, you are on to some good teaching strategies with the listening task. She needs to learn some techniques to help her listen. I think having her look at her partner as they are speaking to her can be helpful.
- When we assign HW, we want to be very prescriptive – be sure to write down the instructions, expectations re: how much to practice and how to document the work. Think about ourselves – do we tend to complete assignments that are perceived as optional and have no clearly delineated expectations or accountability attached?

Session Eval

- Excellent work today!